

# Business Venture

Roger Barnard and Jeff Cady

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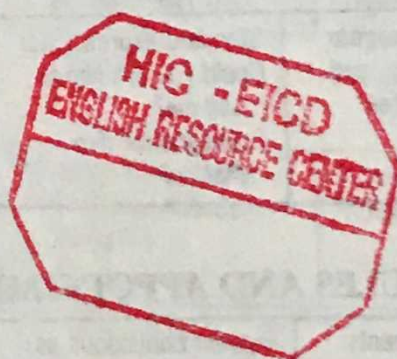
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# ..... INTRODUCTION .....

## **The course**

*Business Venture* is a two-level speaking and listening course for people who need to communicate effectively in common business situations. The course covers the elementary to pre-intermediate levels, and is ideally suited to 'false beginners': people who have studied English before – often quite a long time ago – but who have had little chance to use the language in real life. The language models provided are standard American English, although a variety of other native and non-native accents (British, Australian, Japanese, French) appear in the listening materials. The emphasis throughout is on presenting English as an international means of communication.

The course has two main aims:

- 1 To encourage fluency and the 'active' use of English
- 2 To provide language models that will be directly relevant to the students' real needs.

There are, therefore, two elements which shape the course: the 'topic', and the 'target language'. The 'topic' is the business situation for which the student is learning the language (Making arrangements, Describing company performance, etc.); the 'target language' describes the language structures practiced within the unit. The scope and sequence chart, on the previous two pages, will show you how these two are combined. In order to encourage fluency, the language of the course has been very carefully graded. Grading gives the student the chance to practice the language safely before attempting to formulate new sentences or to engage in wider discussion. For the same reason, the listening material has also been graded, both in terms of structure and speed.

The grading is progressive, so that later units are more difficult than earlier ones; but units – and parts of units – can be used independently of each other. This means that teachers can select those units and activities that they consider most appropriate for their students, and that if students miss the occasional lesson they will not 'lose the thread' of the course as a whole.



### A typical unit

Each unit divides into two parts and may be used as two lessons or as the two halves of a double-lesson. For ease of reference the first part is printed on a yellow background and the second part on a blue background, and each unit culminates in the cross-cultural discussion in the 'Culture File'. Each unit is expected to take about two hours in class; the second part may take a little longer than the first.

Each unit contains the following key elements:

#### *Introduction*

The picture(s) at the beginning of each unit can be used to introduce the situation or topic of the unit by means of a brief, informal discussion.

#### *Listening passages*

Both parts of each unit start with a listening passage, labelled **First Listening** and **Second Listening** respectively. These and other listening extracts included on the cassette are preceded by the symbol ( ♪ ); the tapescript appears at the back of this book. Listening activities in Book 2 are designed to develop students' listening skills in a systematic way, with accompanying tasks designed to develop the following sub-skills: listening for general meaning, listening for specific information, inferring the meaning of unknown items from context.

#### *Practice*

The exact form of practice varies from unit to unit, but generally follows the same sequence: presentation, controlled practice, guided practice, and transfer. (In Book 2, the emphasis is generally on the latter stages of this sequence.) As in Book 1, there is also work on specific aspects of pronunciation and intonation in several of the units. The answer key is located at the back of the book.

#### *Supplementary language*

In Book 2, there is a particular emphasis on vocabulary development. Many units contain a **word file** section, covering business-related topics such as the language of advertisements and interpreting financial and business news headlines. The **information gap**



section, for Student B, comes after Unit 12 and is cross-referenced with the main text. As the target language presented in Book 2 is often more complex than that of Book 1, a **grammar file** (located at the back of the book) has been provided. Where a unit involves a tense or structure that may be new or unfamiliar to students, they will be referred to the appropriate section of the grammar file. There they will find a clear basic explanation of the point in question illustrated by example sentences taken from different parts of the course.

### *Culture File*

Each unit concludes with this section, which presents a wide range of topics of cross-cultural interest for discussion and provides advice on potentially problematic situations, such as avoiding misunderstandings while working in an unfamiliar country. The *Culture File* section should be used to give students an opportunity for relatively undirected self-expression in English, however limited this may be in the early stages of the course.